



**THE VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS  
OF MTS MAZRO'ATUL HUDA KARANGANYAR DEMAK IN 2015/2016  
ACADEMIC YEAR TAUGHT BY USING *KATA BERGAYA* GAME**

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**MURIA KUDUS UNIVERSITY**

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**SKRIPSI**

**Presented to the University of Muria Kudus  
in Partial Fulfillment of the Requirements for Completing  
the Sarjana Program in the Department of English Education**

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## MOTTO AND DEDICATION

- ❖ Enjoy the process whatever your position and learn from the process.
- ❖ Create, keep your dream and believe it will come true.
- ❖ Do it now, because sometimes “later” becomes “never”.



This skripsi is dedicated for:


- ◆ Allah SWT the Almighty.
- ◆ My beloved Mother, Father and Sister.
- ◆ My beloved friends who always support me.

#### ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Siti Afiyah (NIM: 201132106) has been approved by the *skripsi* advisors for further approval by the Examining Committee.


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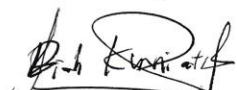
  
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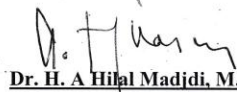
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Kudus, January 2016

Siti Afiyah



## ABSTRACT

Afiyah, Siti. 2016. *The Vocabulary Mastery of the Eight Grade Students of MTs Mazro'atul Huda Karanganyar Demak in 2015/2016 Academic Year Taught by Using Kata Bergaya Game*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Diah Kurniati, S.Pd, M.Pd. (ii) Agung Dwi Nurcahyo, SS, M.Pd.

**Key words:** *Vocabulary Mastery, Kata Bergaya Game, Experimental Research.*

Learning vocabulary is not easy for students; it is difficult for students to memorize something that is not familiar for them. Some students might be able to memorize well, but it is not for long time. When they get a new word, they just memorize and do not use in real life. Including the junior high school student, this problem also happened to the eight grade students of MTs Mazro'atul Huda Karanganyar Demak. They cannot keep their vocabulary well; they just keep it for a while and do not use it in their real life. They get difficulties in memorizing every vocabulary that they have learnt. It shows when they want to speak English, they look like get hard in delivering their idea. It happened because they didn't have enough vocabulary. Not only in their speaking skill, they also get difficulties in answering question on text book, they didn't understand with the question, so

that is why they cannot answer it well. After analyzing the problems, the researcher applied the *Kata Bergaya* game as a technique in teaching vocabulary.

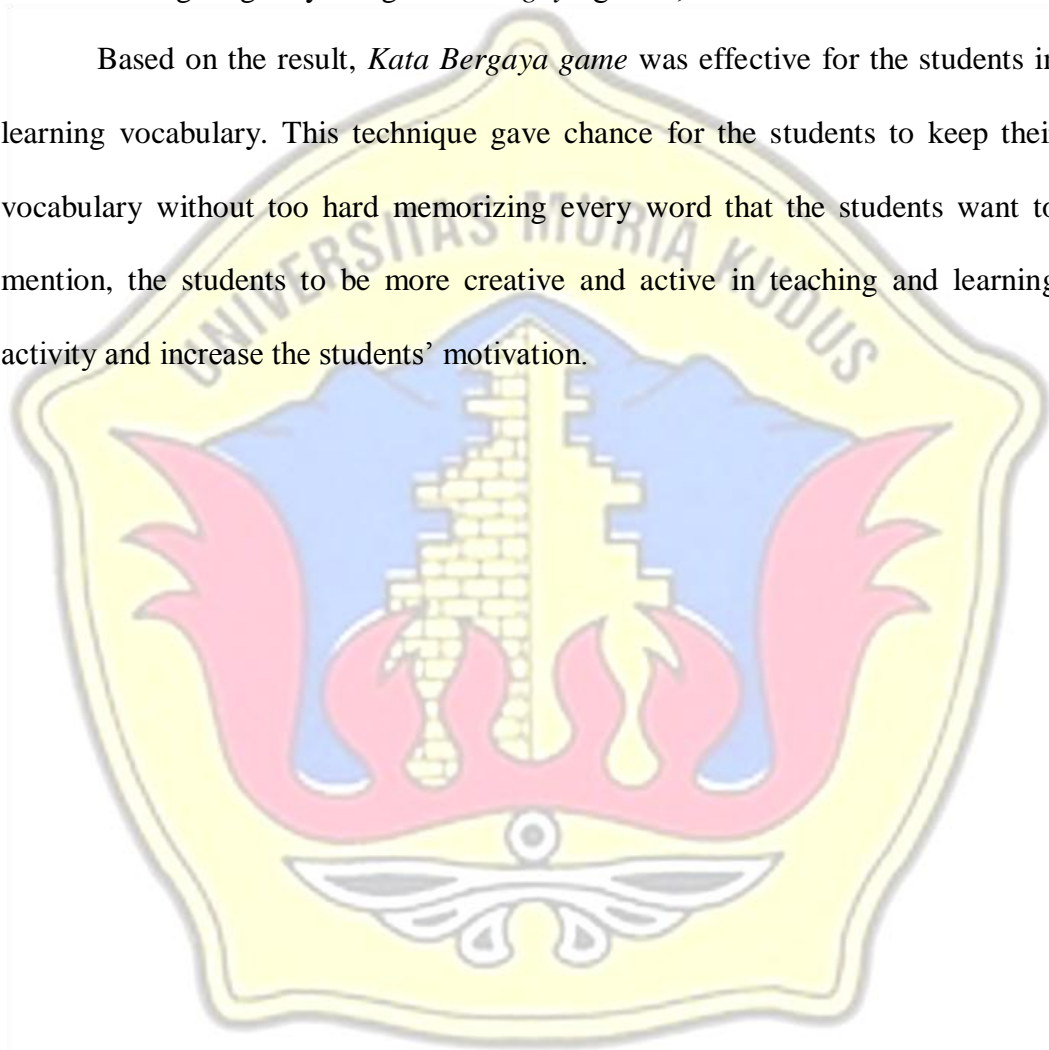
The objective of this research is to find whether there is a significant difference between the vocabulary mastery of the eight grade students of MTs Mazro'atul Huda Karanganyar Demak in 2015/2016 academic year before and after being taught by using *Kata Bergaya* game.

The design of this research is experimental research with pre-test and post-test design. The population of the study was eighth grade students of MTs Mazro'atul Huda Karanganyar Demak in 2015/2016 academic year. The number of the population was 136 students divided into four classes. The sample is taken by using cluster random sampling. And the sample is VIII-D which consists of 35 students. The data were taken from written test, after the students were given the pretest, they were given the treatment for four meeting, and last the students were given posttest. After getting data of pre-test post-test, the researcher analyzes the data using the t-test formula to find out whether or not there is a significant difference between the vocabulary mastery of the eighth grade students of MTs Mazro'atul Huda Karanganyar Demak in 2015/2016 academic year before and after being taught by using *Kata Bergaya* game.

The result of the research shows that the mean score of the vocabulary mastery of the students before being taught by using *Kata Bergaya* game is 68.71 and the mean score of the vocabulary mastery of the students after being taught by using *Kata Bergaya* game is 83.42 and t-obtained 12.60 in the level of significance  $\alpha = 0.05$  and degree of freedom "N-1, 35-1=34, the t (table) is 2.042.

While, the  $t$  (obtained) value is 12.60 falls in critical region”. Because  $t$  (obtained) falls in the critical region, the research hypothesis  $H_1$ , which states that there is a significant difference between the vocabulary mastery of the eighth grade students of MTs Mazro’atul Huda Karanganyar Demak in academic year 2015/2016 before and after being taught by using *Kata Bergaya* game”, was confirmed.

Based on the result, *Kata Bergaya game* was effective for the students in learning vocabulary. This technique gave chance for the students to keep their vocabulary without too hard memorizing every word that the students want to mention, the students to be more creative and active in teaching and learning activity and increase the students’ motivation.



## ABSTRAK

Afiyah, Siti. 2016. *Penguasaan Kosakata pada Siswa Kelas Delapan pada MTs Mazro'atul Huda Karanganyar Demak Tahun Akademik 2015/2016 yang Diajar Menggunakan Permainan Kata Bergaya*. Skripsi. Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (i) Diah Kurniati, S.Pd, M.Pd. (ii) Agung Dwi Nurcahyo, SS, M.Pd.

**Kata Kunci:** *Penguasaan Kosakata, Permainan Kata Bergaya, Penelitian Eksperimental.*

Belajar kosakata tidaklah mudah untuk siswa, sulit bagi siswa untuk mengingat sesuatu yang tidak lazim untuk mereka. Beberapa siswa mungkin saja dapat mengingat dengan baik, tetapi tidak untuk waktu yang lama. Ketika mereka mendapat kosakata baru, mereka hanya mengingat dan tidak menerapkan ke dalam kehidupan nyata. Termasuk siswa SMP, masalah ini juga terjadi pada siswa kelas delapan di MTs Mazro'atul Huda Karanganyar Demak. Mereka tidak dapat menyimpan kosakata mereka dengan baik, mereka hanya menyimpan sebentar dan tidak menerapkannya di kehidupan nyata. Mereka kesulitan dalam mengingat kosakata yang baru saja mereka pelajari. Hal itu terlihat ketika mereka ingin berbicara dengan bahasa inggris, mereka terlihat seperti kesulitan dalam menyampaikan idenya. Hal itu terjadi karena mereka tidak punya kosakata yang cukup. Tidak hanya kemampuan berbicara, mereka juga mendapat kesulitan



dalam menjawab soal di buku cetak. Mereka tidak dapat memahami soal dengan baik, maka dari itu mengapa mereka tidak dapat menjawab dengan baik. Setelah menganalisa masalah tersebut, peneliti menerapkan permainan Kata Bergaya sebagai teknik untuk pembelajaran kosakata

Tujuan dari penelitian kali ini adalah untuk mengetahui kemungkinan adanya perbedaan atas penguasaan kosakata siswa kelas delapan MTs Mazro'atul Huda Karanganyar Demak tahun akademik 2015/2016 sebelum dan sesudah diajar menggunakan permainan Kata Bergaya.

Model penelitian ini adalah penelitian percobaan dengan menggunakan pre-test dan pos-test. Populasi pada penelitian kali ini adalah siswa kelas delapan MTs Mazro'atul Huda Karanganyar Demak tahun akademik 2015/2016 yang berjumlah 136 siswa yang terbagi menjadi 4 kelas. Sampel diambil secara acak berdasarkan kelas. Dan sampel dari penelitian ini adalah siswa kelas VIII-D yang terdiri dari 35 siswa. Data diambil dari hasil tes tertulis, setelah para siswa menjalankan pre-test, mereka diberi treatment selama 4 kali pertemuan dan terakhir para siswa diberikan post-test. Setelah mendapatkan data pre-test dan post-test, peneliti mengolah data menggunakan rumus t-test untuk membuktikan perbedaan atas penguasaan kosakata siswa kelas delapan MTs Mazro'atul Huda Karanganyar Demak tahun akademik 2015/2016 sebelum dan sesudah diajar menggunakan permainan Kata Bergaya.

Hasil perhitungan, menunjukkan nilai rata-rata penguasaan kosakata pada siswa kelas delapan sebelum diajar menggunakan permainan Kata Bergaya adalah 68.42 dan nilai rata-rata penguasaan kosakata pada siswa kelas delapan sesudah

diajar menggunakan permainan Kata Bergaya adalah 83.71 dan t (hasil) adalah 12.60 ditingkat signifikansi  $\alpha = 0.05$  dan derajat bebas  $N-1$ ,  $35-1=34$ , dan t (tabel) pada 2.042 sedangkan t (hasil) menunjukkan angka 12.60 jatuh di daerah kritis. Sebab t (hasil) jatuh di daerah kritis, itu berarti hipotesis penelitian kali ini adalah  $H_1$ , menyatakan bahwa ada membuktikan perbedaan atas penguasaan kosakata siswa kelas delapan MTs Mazro'atul Huda Karanganyar Demak tahun akademik 2015/2016 sebelum dan sesudah diajar menggunakan permainan Kata Bergaya.

Berdasarkan hasil diatas, permainan Kata Bergaya efektif untuk siswa dalam mempelajari kosakata. Teknik ini memberikan kesempatan kepada siswa untuk menyimpan kosakata yang mereka miliki tanpa perlu mengingat dengan keras setiap kosakata yang ingin mereka sebutkan. Siswa juga menjadi lebih kreatif dan aktif dalam kegiatan belajar mengajar serta meningkatkan motivasi siswa.



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